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An e-Syllabus Model for the Turkish Language and Literature Departments

Abstract

In the last ten years, technology is developing rapidly and it is being used in all sectors. Education is one of these sectors. Computer and other related materials began to be used in education. However, this was not the only development. Smart boards in classrooms, computer labs, projections and internet access not only facilitate education but also improve the quality of education. Sharing curriculum on the internet is done by using this technology. Firstly, a syllabus which is prepared on paper has to be transferred to an e-syllabus. Thanks to the e-syllabus, a student can find easily all the information about the course. The study will also examine the importance and benefits of e-syllabi. E-syllabus of Turkish syntax is used as a sample taken from the department of Turkish Language and Literature.

Key words: *e-syllabus, Turkish Language and Literature, Turkish syntax*

1-Introduction

Technology is developing very fast and it is facilitating the basic needs of human beings in all areas. Thanks to these developments people had gone to the place where they could not go earlier and met people whom they did not even know. Once upon time, human beings could not even afford to climb a mountain without improving the previous technology. Nowadays, they have gone to space. Developments in every field are still continuing.

Until the beginning of the 2000's, technological developments in the field of education were very far behind. The developments were mainly focused in the fields of transportation, communication, war, food, clothing and entertainment.

Education and training did not benefit enough from the technological opportunities. In particular, developments in the field of computer and internet made it possible for new developments in the field of education. More than ten years ago, it was not possible to use the computer in the class. Nowadays "smart boards" and "tablet computers" began to be used as highly developed educational materials.

Perhaps the saturation from the developments in other areas has enabled big firms to invest in educational technologies.

Innovations and developments in the field of education are continuing to develop and teachers who use it have begun to catch up. A geography teacher takes away his students all over the world by using the "Google Earth" program. He also brings the World into classroom by using the same method.

A brain surgery in India can be monitored through video conferencing anywhere in the world. Medical students may take such courses from the world famous surgeons while they are in their own countries and in their own schools. Researchers can make studies more quickly by using electronic libraries, catalogs, internet, electronic journals and e-books. Many people, who are unable to continue their education for various reasons, can complete their education through "distance learning".

Thanks to the assistance of technology in education, learning is becoming easier and more interesting. However, using these opportunities in education or learning how to use them also needs a focus on other issues. Companies cannot develop new and beautiful products, if people don't use these products or don't learn how these products.

Curriculum prepared at universities is a very important benefit facilitated from the technological facilities. In the Bologna process which applies in Europe, Turkey and some countries, syllabuses of all courses are prepared as an electronic syllabus.

“The European Credit Transfer System Information Package”, also known as an ECTS application constitutes a common understanding of a credit between universities. This information package includes all the information about all courses in one department which are compulsory or elective in a period of three or four years of education. This information is shared with the entire world on the internet. The most important aspect of this application will be the following: Students can easily access programs via the internet and can find detailed information about the selected course.

In this study, we will try to examine e-syllabus’s benefits to students and the learning process. Furthermore, in this study, we will focus on the syllabus of Turkish Syntax taught in the department of Turkish Language and Literature. We will create an e-syllabus model which can be applied in other courses. This study will include the following main points:

1. ECTS Information Package and information about e-syllabus.
2. The benefits of e-syllabus to students and learning process.
3. Preparing an e-syllabus:
 - a. Explanation of the general information of the course
 - b. Course description and objectives
 - c. The preparation of the curriculum (the distribution of subjects over 14 weeks)
 - d. Outcomes of the course
 - e. Academic references for each course
 - f. Examination and assessment methods
 - g. ECTS information
 - h. Preparing an e-syllabus
 - i. Sharing e-syllabus on internet
4. Conclusion and evaluations

2- Information About ECTS Information Package and e-Syllabus

a. Information about the University

Name and address
The academic calendar
Academic officials
The type and status of the institution
Programs Offered
Admission and Registration Procedures
The university regulations and the recognition process
University ECTS Coordinator

b. Information on Programs

General Description
Qualification Awarded
Specific Admission Requirements
Occupational Profiles of Graduates
Educational and professional goals

Access to Further Studies
Course structure diagram with credits, Program Section (year 60 ECTS)
If there is, final exam
Examination, Assessment Methods and Criteria
Department ECTS coordinator

c. Identification of Each Lesson

Name of the course
Course Unit Code
Course Type
Level of Course
Academic year
Regular Semester
Course's date and time
Office hours
Credits and ECTS
Name of lector
Objectives of the course in terms of learning outcomes and competences
Course outline
Prerequisite(s)
Description
Textbook
Other References
Teaching methods
Assessment methods
Language of the course
Learning outcomes of the course
Learning outcomes of the department

d. General Information for Students

Expenses
Accommodation
Food
Health facilities
Facilities for students with special needs
Insurance
Financial support opportunities for students
Office of Student Affairs
Job opportunities
International programs
Practical information for exchange students
Language of the Courses
Internships
Sports facilities
Leisure and hobby activities on free time
Student clubs

3- The benefits of the e-Syllabus and ECTS Information Package, in the Students Learning Process

a. The Benefits of Choosing the Appropriate University:

It is very important for people to choose their own profession according to their abilities, desires and interests. This is necessary for the person, (individual) and the society. In order to do that, the information about employment opportunities should be given to young people in high school. The fact that the technology is being used at an early age makes it possible for high school students to conduct research about the departments and professions that they will chose. The universities and departments should highly emphasize the employment opportunities while introducing and presenting themselves. Each faculty and department with the help of ECTS information package that was mentioned above can offer all the necessary information to the students. The students who are going to choose the university will be able to choose the profession and the department according to their skills, interests and capabilities. Furthermore the student can learn more information through this package. It can learn about the location of this university, conditions, teaching system, and methods. (Ko, Susan; Rossen, Steve; 2010, 117)

b. The Benefits of Choosing Courses:

Students studying at the University will know the compulsory and elective courses through course preference section and will make the choice for the subject that is available in the department. With the required information the student will be able to choose elective or non- elective courses in the same field. This information plays an important role in particular for the elective courses. Previously the students were choosing the courses with hearsay information or with little information provided by the University. The students now are able to select courses based on their content. (Grunert, 1997, p. 14-19)

c. The Benefits of the Follow-up and Processing of Course:

This information package and in particular e-syllabi provide information about the contents of the courses. Thanks to the information contained in these syllabi, the students can learn everything they need to know about the courses.

From course type to course hours and from weekly course outlines to the dimensions of the issues. This information will help students to better follow that course. In this study, we particularly will provide you an e-syllabus that contributes to the processing of the course. The best prepared e-syllabus provides information referred to in section c. However, the most important point in an e-syllabus is its outline giving weekly topics. (Parkes, Jay; Harris, Mary B.; 2002, 57)

Another important point is that the teacher and students follow courses according to the syllabus. I think this issue needs to be taken a step further. Dividing the course topics in 14 weeks is not enough. According to an e-syllabus, students should know which weeks, which hours and which topics should prepare during their courses. In addition, teacher of this course should share course materials with his/her students. (Diamond;1989, 279)

d. The Benefits of Students who Come to Course Prepared:

Efficiency of a course should be increased by when both the teacher and the student come prepared and motivated to course. While teacher comes to lesson making the necessary preparations, he also expects his/her students to come well prepared. Therefore, it is important that some activities should be made first. For example, sharing the syllabus with students, giving the course topics weekly and sending course materials should previously. If a student knows which topic he should learn and from which sources it can be done, he will prepare for the next course. Students participating to the course can learn the information provided by the teacher better. The teacher will also have the opportunity to make some analysis and synthesis instead of giving some basic knowledge. (Grunert, 1997, p. 14-19)

We would like to suggest that teachers should share course materials with her/his students. If there is a reference book, teacher should share this book and provide his/her students with it.

The important point in interactive lessons is that each teacher should prepare course presentation and share it. Even if there is not the possibility to present this material in classrooms, presentations should be shared with student's before the course by an e-syllabus. (Smith,1993; 215–221)

The influence of the presentation has an indisputable impact on learning. If there is no possibility for teachers to make presentations in classrooms, at least students should follow these presentations by their electronic tools. This will help the students to be more attentive as well as to understand the topics more quickly.

e. The Benefits of Student Exchange Programs:

E-syllabi are also important particularly in terms of students exchange programs such as Erasmus or Erasmus Mundus. The department which sends its students for exchange programs can access easily the other department's programs and courses' ECTS.

4- Preparation of an e-Syllabus

Preparing a quality e-syllabus which is easily understood by both the teacher and the student is very important in terms of education and training. The experience gained during several years proves the accuracy of this information. While preparing a syllabus there come out some questions: where to begin, what to do and which way to follow? It is important to find the answers to these and similar questions during preparing an e-syllabus. In this part of our study we will prepare an e-syllabus of "Turkish Syntax" taught in department of Turkish Language and Literature. During the preparation process we will try to give answers to these questions and create a model for other courses. (Davis, B.; 1993, 15)

Preparing an e-syllabus should be done by using an international format. This international format should be a standard format which is compatible with the Bologna Process. In such syllabus general information of the course, course

description, outlines, learning outcomes, reference books, examination and assessment methods and ECTS status information must be available.

a. Specify the General Characteristics of the Course

Firstly, during the preparation of such a syllabus general information about the course should be given. This section should consist of some knowledge such as which department offers the course, the course name, course code, course type, course level, in which term it is taught, the instructor and assistant of the course, language of course, which classroom and when it occurs. (Altman, H.B. and Cashin, W.E.; 1992, 2)

The following table is an example of the e-syllabus prepared for “Turkish Syntax”

Figure 1:

General Info	Syllabus	Outline	Outcome	Textbook & References	Exams & Hours	ECTS	Prerequisites
Department *:	Department of Turkish Language and Literature						
Course Name (SH) *:	Gramatika e gjuhësTurke III (Sintaksa)						
Course Name (EN) *:	Turkish Syntax						
Course Code *:	TDE	211	Section Number:	1			
Course Type *:	B						
Course Level *:	Bachelor						
Regular Semester *:	3						
Lecturer:	Adem Balaban, PhD			Office hours:	Monday, 13.00-14.00		
Assistant Lecturer:	Hakan Kaçar, MA			Office hours:	Tuesday, 11.00-12.00		
Course Languages *:	<input type="checkbox"/> Shqip <input type="checkbox"/> English <input checked="" type="checkbox"/> Turkish <input type="checkbox"/> Arabic <input type="checkbox"/> Spanish						
Course Hours & Classroom:	Monday, 10.30-11.20 and Saturday, 08.30-10.20						

b. Preparation of Course Description and Objectives

In this section, brief description of the course and objectives of the course are given. A student gets information about the content of the course and learns the goals and objectives of the course.

Figure 2:

General Info	Syllabus	Outline	Outcome	Textbook & References	Exams & Hours	ECTS	Prerequisites
Syllabus Language *:	<input type="radio"/> Shqip <input checked="" type="radio"/> English <input type="radio"/> Turkish <input type="radio"/> Arabic <input type="radio"/> Spanish						
Course Description *:	Characteristics of Turkish syntax, Topics will be discussed under two headings as phrases and sentences. In this course some topics will be studied such as word types, word groups and structural features, sentence, sentence components and their properties; types of sentences; dependent and independent sentence types.						
Objectives *:	<ol style="list-style-type: none">1. Explain the syntax structure of Turkish.2. Explain the syntax specifics of Turkish.3. Explain the of Turkish syntax structure and explain the reasons of them. And give some examples.4. Recognize the expression which are suitable to Turkish structure.5. Recognize Turkish phraseology						
Lab Work:	No						
PC Work:	No						
Other:	No						

c. Preparation of Course Curriculum (The Distribution of Topics Over 14 Weeks)

This section is the most important part of the e-syllabus. In this section, course topics taught over a period are given. Lecturer divides the outline of the course in 14 weeks. He determines the topics that will be studied weekly. Then he formulates related course materials.

These materials are textbooks, reference books, lectures, articles, etc. It is important that the students should access easily the course materials. The topics in an e-syllabus are the issues that we emphasize and in particular:

- Instructor regulates the topics of the course in 14 week.
- These topics are separated by their own sub-topics.
- Preparing course material for each topic every week.
- Opening a web page for the course by the instructor
- Students access course materials, presentations and publications in this page
- Opening a web page for the course by the instructor

This section is a sample course model for the department of Turkish Language and literature.

Figure 3:

General Info	Syllabus	Outline	Outcome	Textbook & References	Exams & Hours	ECTS	Prerequisites
Outline:		Week	Topic				
		1	The role of the sentence in linguistics and grammar				
		2	Formation and elements of the sentence				
		3	Sentence and its elements				
		4	The Subject				
		5	The Verb				
		6	Complements				
		7	Word groups in sentences				
		8	Midterm exam				
		9	Word groups in sentences				
		10	Word groups in sentences				
		11	Word groups in sentences				
		12	Sentence types				
		13	Sentence types				
		14	Sentence types				
		15	Sentence types and its analysis				
		16	Final exam				

When a student clicks on a given topic in an e-syllabus, the web page of course opens. Students can read course materials or can download it. Sample web page: [https:// sites.google. com/a/ beder.edu.al/abalaban/](https://sites.google.com/a/beder.edu.al/abalaban/)

d. Learning Outcomes

In this section the course of learning outcomes should be given. By the learning outcomes, the students can learn what this course benefits are. The lecturers also can teach the course according to outcomes.

Figure 4:

General Info	Syllabus	Outline	Outcome	Textbook & References	Exams & Hours	ECTS	Prerequisites
Outcome:		+ Add New Outcome					
		No	Outcome Description				
		1	The students learn the concept of a sentence				
		2	The students learn types of sentence				
		3	The students make comparisons of sentence				
		4	The students evaluate phrases				
		5	The students make an analysis of sentence with example				
		6	The students examine sentences from periods of Turkish				

e. Academic References for Each Course

Using only one reference at the university level education is not correct. Different reference books should also be offered. In this section, lecturer of the course indicates different references which the students will benefit. Resources should be accessible to students. Therefore available references at library should be used primarily. (Altman, H.B. and Cashin, W.E.; 1992, 2)

Figure 5:

The screenshot shows a course management system interface with a navigation bar at the top containing tabs: General Info, Syllabus, Outline, Outcome, Textbook & References (selected), Exams & Hours, ECTS, and Prerequisites. Below the navigation bar, there are two main sections: 'Textbook:' and 'Other References:'. Each section has a green '+ Add New [Book/Reference]' button. The 'Textbook:' section contains a table with 6 rows, each representing a book with columns for 'No', 'Book', and a red minus icon. The 'Other References:' section contains a table with 3 rows, each representing another reference with columns for 'No', 'Other Reference', and a red minus icon.

No	Book	
1	Ergin, Muharrem; Türk Dil Bilgisi, Boğaziçi Yayınları, İstanbul, 1984.	-
2	Eker, Süer; Çağdaş Türk Dili, Grafiker Yayınları, Ankara, 2003.	-
3	Banguoğlu, Tahsin; Türkçenin Grameri, TDK Yayınları, Ankara, 2007.	-
4	Deny, Jean; Türk Dili Gramerinin temel Kuralları, TDK Yayınları, Ankara, 2004.	-
5	Atabay, Neşe ve S. Özel. Türkiye Türkçesinin Sözdizimi. Ankara: TDK Yay., 1981.	-
6	Demir, Nurettin ve Emine Yılmaz. Türk Dili El Kitabı. Ankara: Grafiker Yay., 2003.	-

No	Other Reference	
1	AKSAN, Doğan: Her yönüyle dil: Ana Çılgileriyle Dilbilim (5. Baskı: 3 cilt bir arada), Ata...	-
2	BANGUOĞLU, Tahsin: Türkçenin Grameri, Baha Matbaası, İstanbul, 1974 (Türk Dil	-
3	ERCİLASUN, Ahmet Bican: Başlangıcında Yirminci Yüzyıla Türk Dili Tarihi, Akçağ Yay., ...	-

f. Examination and Assessment Methods

The status and form of examinations is a very important factor which affects the motivation of the student. At the beginning of the semester, the instructor shares the information about total score. Students will prepare according to this situation and criteria. In the following table, is given the measurement and the evaluation table of the Turkish Syntax course.

Figure 6:

General Info	Syllabus	Outline	Outcome	Textbook & References	Exams & Hours	ECTS	Prerequisites
Weekly Lecture Hours *:	<input type="text" value="3"/>						
Weekly Seminar Hours:	<input type="text" value="1"/>						
Weekly Lab Hours:	<input type="text" value="0"/>						
Grade Name	Quantity	Percentage	Total percentage				
Midterm:	<input type="text" value="1"/>	<input type="text" value="30"/>	30				
Quiz:	<input type="text" value="0"/>	<input type="text" value="0"/>	0				
Project:	<input type="text" value="1"/>	<input type="text" value="15"/>	15				
Semester Project:	<input type="text" value="0"/>	<input type="text" value="0"/>	0				
Lab Work:	<input type="text" value="0"/>	<input type="text" value="0"/>	0				
Attendance:	<input type="text" value="1"/>	<input type="text" value="10"/>	10				
Contribution of intermediate grades on the final assessment:			55				
Contribution of final exam on the final assessment:			<input type="text" value="45"/>				
Total:			100				

g. The ECTS Information of Course

Another important issue to be defined is the credit information of the course. The student can learn the teaching load per week, American credits and ECTS. This also provides significant facilities about the selection of the courses and student exchange programs.

Table 7:

General Info	Syllabus	Outline	Outcome	Textbook & References	Exams & Hours	ECTS	Prerequisites
Activity:	Quantity	Duration (hours)	Total (hours)				
Course Duration:	<input type="text" value="16"/>	<input type="text" value="4"/>	64				
Studies Outside Classroom:	<input type="text" value="14"/>	<input type="text" value="2"/>	28				
Duty - Assignments:	<input type="text" value="1"/>	<input type="text" value="3"/>	3				
Midterm:	<input type="text" value="1"/>	<input type="text" value="10"/>	10				
Final:	<input type="text" value="1"/>	<input type="text" value="16"/>	16				
Other:	<input type="text" value="1"/>	<input type="text" value="4"/>	4				
Total:			125				
Credit:			3,5				
ECTS:			5 (5.00)				

h. Publication of Curriculum on Web Pages for All Students

After preparing the weekly topics, syllabus should be transferred into the electronic environment. Thus, e-syllabus is created. For both students and faculty good course materials should be achieved easily. Therefore, instructors shall share course materials as in table 7. The student goes to web of course here: <https://sites.google.com/a/beder.edu.al/abalaban/>

Figure 8:



5- Conclusions and Evaluations

The technology is being used everywhere nowadays. Education and training should also benefit from technology. The universities should make use of all the advantages of the technology. Universities are regarded as leaders of all kinds of educational institutions. The technological products are indispensable in the functioning of the course as well as in doing extra-curricular activities. Particularly the prevalence uses of computers and internet have made it mandatory using them in education. As a result of that the universities should lead other institutions by being an example in this respect as they are in all other aspects. In particular, the application of e-syllabus information and its publication on the internet will provide many facilities for both students and faculty members. There are many benefits if you follow-up the course materials. Particularly, the interaction process between student and teacher can be easily achieved. To sum up I would say that we are living in the age of the information and technology, so the e-syllabus application seems to be an inevitable in effective and positive learning.

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